



CELDT Communications Assistance Packet for Districts/Schools

Section V – Communicating Results with Parents

Suggested Activities for Reporting CELDT Results to Parents/Guardians

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**Sample District Action Plan Worksheet for
CELDT – Communicating with Parents**

**Sample Site Action Plan Worksheet for
CELDT – Communicating with Parents**

February 2003

prepared by the

**Standards and Assessment Division
California Department of Education**



Suggested Activities for Reporting CELDT Results to Parents/Guardians

Section V of this document is designed to assist schools and districts in their efforts to respond to the questions and concerns of parents/guardians of students who took the CELDT in 2002. Assistance materials include a sample parent brochure, sample principal's letters, a sample CELDT Student Proficiency Level Report, and a brief explanation about the report. Although all of the materials included in this packet are in English, a translation of the parent information is being prepared in Spanish and will be posted when completed on the California Department of Education Web site.

The information provided in this section should be shared with district and school representatives, advisory committees, and support groups who work with parents/guardians, students, and community leaders.

Communicating With Parents

Schools and/or districts need to provide a variety of opportunities for sharing information with parents/guardians. Some suggested activities include:

- Schedule presentations about the CELDT results and the school's instructional program at planned information sessions for the parents/guardians of students who took the test (i.e., Parent Teacher Association (PTA), School Site Councils, and District and School English Learner Advisory Committees).
- Prepare a brief article about the CELDT for school/home newsletters.
- Work with parent/guardian leaders to offer neighborhood coffees to provide information and answer parent/guardian questions and concerns.
- Have English Learner teachers/coordinators and other designated staff provide information about the CELDT in their information materials and at meetings and presentations.
- Work with other agencies that assist families whose primary language is other than English to provide information about the CELDT, its purpose, and use of the results.



Immediate Assistance for Parents/Guardians

The process for reporting individual student results suggests the need to provide parents/guardians with immediate assistance, including:

- Have designated school/district staff members and/or parent leaders on hand at school sites or appropriate locations for 2–3 days after student proficiency level reports from the annual CELDT administration are distributed to answer parent/guardian questions and concerns. Notify parents/guardians of the time and location for this assistance in the cover letter that goes with the report.
- Set up a CELDT Information Hotline that parents/guardians can call to ask questions about their student's initial or annual results. Advertise the hotline through newspapers of all major languages and other available means.
- Provide translations of student results and other CELDT information in the home languages of parents/guardians when possible. When translations are not possible, notify parents/guardians when, where, and how language assistance is available.

Student Communication

A primary purpose of the CELDT is to provide information to parents/guardians about their student's level of English proficiency. Students also need timely feedback about their results. Often, parents will turn to students to help explain their results and how results will be used. Suggested activities may include:

- Encourage parents/guardians to discuss the CELDT results with their student.
- Provide opportunities at school for students who took the CELDT to ask questions about their CELDT results and the instructional program(s) to which they are assigned.
- Make sure student leaders are informed about how and when CELDT results are to be reported to students and the public, what they mean, and how they are to be used.
- Prepare a brief article about the CELDT for student newspapers.



Employee Information about the CELDT

District and school employees are key to the success of any communications effort. Parents/guardians and community members turn to school employees for answers to their questions or concerns about education. Activities to prepare employees for their role as key communicators may include:

- Include information about the CELDT in staff meetings to prepare employees (classified and certificated) to answer general questions about the exam and to explain when, where, and how parents/guardians can receive information and assistance.
- Provide employees with written information that parents/guardians receive (e.g., questions and answers for parents/guardians, the sample student proficiency level report, and explanation about the results).
- Tell employees when and what aggregate CELDT results will be placed on the Internet to prepare them for questions they may receive from parents/guardians and other community members.

How are the CELDT results reported for individual students?

There are five levels of English proficiency a student can achieve. They are: beginning, early intermediate, intermediate, early advanced, and advanced.

The report for each student provides:

- ▶ A proficiency level for each part of the test with student scores
- ▶ The student's overall English proficiency level for all parts of the test combined and an overall student score

How are results of the CELDT used?

Test results for newly-enrolled students are used to help identify English Learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT given annually are used to see how well students are learning English. Annual results also are used to help decide when students are Fluent English Proficient (FEP).

How can parents/guardians find out more about the CELDT or their student's results?

If parents/guardians wish information about the CELDT or their student's results on the CELDT, they should contact their student's teacher and/or school office. Parents/guardians are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

For more information...

Information about the CELDT: <http://www.cde.ca.gov/statetests> on the Internet.

California English Language Development Test

Information for Parents

*Prepared by
Standards and Assessment Division
California Department of Education*

November 2002

What is the California English Language Development Test?

Federal and state laws require the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The purpose of this test is:

- ▶ To identify new students who are English Learners, in kindergarten through grade 12.
- ▶ To monitor their progress in learning English.
- ▶ To help decide when they are proficient in English.

Who is an English Learner?

An English Learner is a student, with a home language other than English, who is not yet proficient in English.

Who must take the CELDT?

All students whose home language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English Learners until they become proficient in English.

What does the CELDT cover?

The CELDT covers listening and speaking skills for students in kindergarten and grade 1. The test for students in grades 2 through 12 covers listening/speaking, reading, and writing skills. The CELDT at all grade levels is based on English Language Development standards.

Who gives the CELDT?

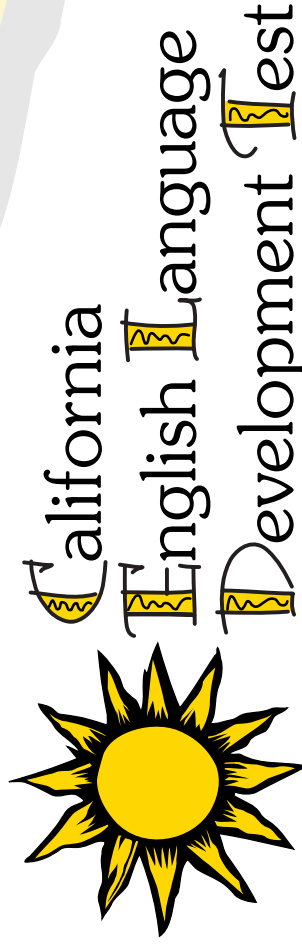
Only trained examiners give the test. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

How long does it take for students to complete the CELDT?

The listening and speaking parts of the test take about 15 minutes for each student to complete. The reading and writing parts take about 70 minutes to complete.

How and when do parents/guardians get their students test results?

As soon as the tests are scored by the testing contractor, the results are returned to the school district. The school district prepares a report of the results for each student and sends it to the parents/guardians.





Sample Parent Notification Letter for Initial Identification of English Learners (for students identified as English Learners)

Dear Parents:

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as an English Learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to develop proficiency in English and success in the core curriculum. **[The district may want to add a sentence to describe the instructional program to which the student will be assigned.]**

You are invited to request a conference where your student's program will be explained. To schedule your student conference, call _____.

You are welcome to observe in the classroom and to participate in the school's English Learner Advisory Committee. If you have any questions regarding your student's instructional placement, please feel free to contact the school office.

Sincerely,

Superintendent/Principal

Date



Sample Parent Notification Letter for Initial Identification of English Learners (for students identified as Fluent English Proficient)

Dear Parents:

State and Federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as Fluent English Proficient (FEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The district may want to add a sentence to describe the program to which the student will be assigned.]**

You are encouraged to become involved in your student's education. If you have any questions regarding your child's instructional placement, please feel free to contact the school office.

Sincerely,

Superintendent/Principal

Date



Sample Parent Notification Letter for Annual Assessment Results (for English Learners Who Have Not Yet Reached Proficiency in English)

Dear Parents:

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are on the attached Student Proficiency Level Report. The bar graphs on the report shows the student's proficiency level in listening, speaking, reading, and writing as well as the overall level of English. Based on the proficiency level your student achieved on this test, he/she will continue to receive special assistance to become more proficiency in English. **[The district may want to add a sentence to describe the instructional program to which the student is or will be assigned.]**

You are invited to request a conference where your student's CELDT results and instructional program will be explained. To schedule your student conference, call _____.

You are welcome to observe in the classroom and also to participate in the school's English Learner Advisory Committee. If you have any questions regarding the CELDT or your student's instructional placement, please feel free to contact the school office.

Sincerely,

Superintendent/Principal

Date



Sample Parent Notification Letter for Annual Assessment Results (for English Learners Who Are Being Considered for Reclassification)

Dear Parents:

State and Federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English Learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each child is doing each year in learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are on the attached Student Proficiency Level Report. The bar graphs on the report shows the student's proficiency level in listening, speaking, reading, and writing as well as the overall level of English. Based on the proficiency level your student achieved on this test, he/she may be reclassified as Fluent English Proficient. In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and performance on the California Standards Test in English-Language Arts (given as part of the STAR Program).

You are invited to attend a special meeting to discuss the reclassification process and the recommended school program for your student on _____ at _____ in _____. Please contact the school office at _____. Please contact the school office at _____ to tell us if you are able to attend.

We urge you to attend this important meeting and continue to actively include in your student's learning.

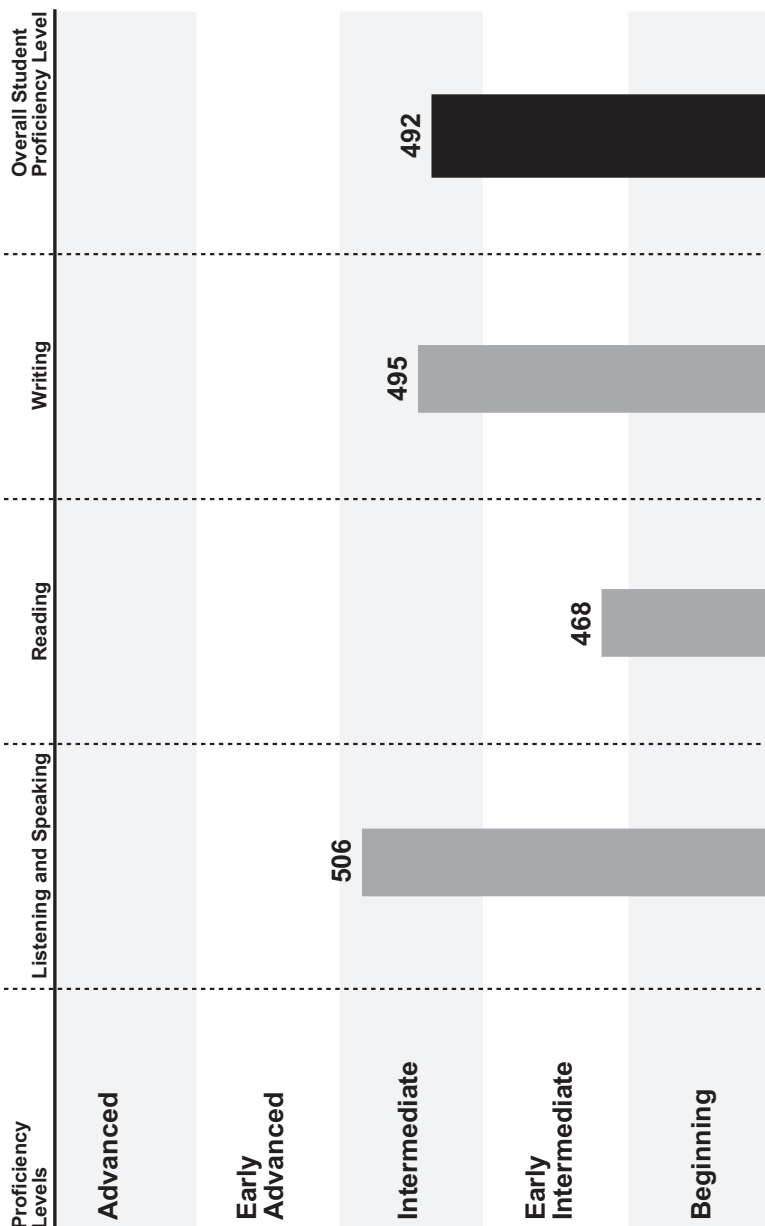
Sincerely,

Superintendent/Principal

Date



Sample Student Proficiency Level Report—Front



Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as a primary indicator of English proficiency.

the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

Scores that fall within a proficiency level indicate that

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Student Proficiency Level Report

Pablo Garcia

Grade: 6

Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results should be added to a student's cumulative record.

**PROTOTYPE
Simulated data**

INITIAL ASSESSMENT

Birthdate: 10/22/91

Special Codes:

ABCDEFGHIJKLMNQRST

123456789.....3.

Test Date: Summer/Fall 2002

GDS#: 12-12345-1234567

School: WESTPARK

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

City/State: WESTMINSTER, CA





Sample Student Proficiency Level Report—Back

California English Language Development Test Proficiency Standards

Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as identify words that are identical in sound. They are able to use complex vocabulary and give the opposites of more difficult words. They can follow more complex instructions. They can tell a story using fluent sentences and details.	Students who perform at this level typically are able to interpret more complex figures of speech, as well as decode words with more difficult beginning or medial sounds. They can identify root words, synonyms, and the number of syllables in a word. They can read a more complete story and sequence events, draw inferences, and make predictions and generalizations.	Students who perform at this level typically are able to write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors. They can use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. The story may contain a few minor errors in grammar and mechanics.
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context. They are able to use more difficult vocabulary, give the opposite of a word, and use more complex verb forms to describe a picture prompt. They can follow complex instructions. They are able to tell a story in a logical sequence, using details and basic sentence construction.	Students who perform at this level typically are able to match complex vocabulary words to pictures, use regular plurals, and identify the number of syllables in a word. They can use context to complete the sentences of a short passage. They can read a story and answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions.	Students who perform at this level typically are able to use contractions, possessives, superlatives, and prepositions. They can write complete sentences that contain no grammatical, syntactical, or mechanical errors, and that are appropriate to a picture prompt. They can write a story with a beginning, middle, and end using fluent sentences and well-organized ideas.
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context. They can use difficult vocabulary, as well as various verb forms, to describe a picture prompt. Students can follow simple instructions. They are able to tell a story using at least one complete sentence.	Students who perform at this level typically are able to match sound patterns and identify compound words. They can recognize common abbreviations. They are able to use the context of a sentence to fill in the blanks with the correct words. They can read a story and answer literal questions.	Students who perform at this level typically are beginning to use writing conventions, such as subject and verb agreement, compound subjects, verb tenses, and regular and irregular verb forms. They can write simple sentences appropriate to a picture prompt, although the sentences may contain several errors. They can write a story by listing events or ideas in response to sequenced pictures.
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context. They describe a picture prompt using common vocabulary. They are able to follow simple commands. They tell a story using incomplete sentences.	Students who perform at this level typically are able to match simple vocabulary words to pictures. They can hear a word and select its printed form from a choice of similar words. They are able to identify contractions and recognize some basic semantic categories. They can read simple stories and recall a few details.	Students who perform at this level typically are beginning to use some writing conventions, such as spacing, punctuation and capitalization. They can write sentences appropriate to a picture prompt. The sentences include at least one English word spelled correctly. They can write a story in response to sequenced pictures. The story may list events or ideas, and contains at least one complete sentence.
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level may demonstrate no receptive or productive skills, or may hear and minimally repeat some speech sounds in context. They may describe a picture prompt using common nouns. They begin to follow a few simple commands. They tell a story using isolated words or the English words.	Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to identify the letter that corresponds to the initial sound of a simple spoken word. They may be able to match commonly used nouns to pictures. They begin to recognize some basic groups of related words. They may be able to read simple stories and recall minimal details.	Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to use a few standard writing questions. They can write some isolated English words. They may attempt to write stories in response to sequenced pictures, but the writing is minimal and contains unrelated fragments.

Test Date: Summer/Fall 2001



About Your Student Proficiency Level Report

The Student Proficiency Level Report provides results of the 2002 California English Language Development Test (CELDT) for individual students. Information on the report includes the following:

Student Information

At the time the test was taken, general information about the student is printed on the left side of the report. This includes: the student's name and grade level, birth date, date of testing, and the school and district in which the test was taken.

Purpose of Assessment

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose home language survey shows that a language other than English is used at home. The test results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills to become fluent in English. The annual assessment is given to students who already have been identified as English learners to see how well they are learning English. The test results are used to help monitor each student's progress.

Proficiency Levels

In May 2001, the State Board of Education established five levels for measuring a student's proficiency in English. Those levels are beginning, early intermediate, intermediate, early advanced, and advanced.

Skills Areas

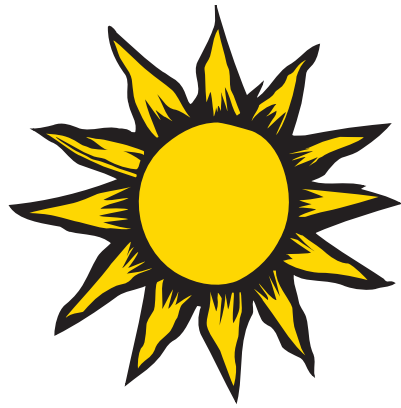
The CELDT covers four skill areas: listening and speaking, reading, and writing. The bar graphs with the student's scores show which proficiency level the student has achieved in each skill area tested.

Overall Student Proficiency Level

The bar graph and student score in this area of the report indicates the student's overall English proficiency level, based on how well the student performed in each skill area.

For More Information...

You are encouraged to talk to your child's teacher about these test results and what is being done at school to help your student become fully fluent in English.



California English Language Development Test

Key Considerations for Communicating with Parents

January 2003



Public Opinion Surveys Show:

- ◆ **Parents get their school news from these sources**
 - **their children**
 - **other people (neighborhood, peers, school employees)**
 - **the news media**
 - **school publications, newsletters, etc.**
-

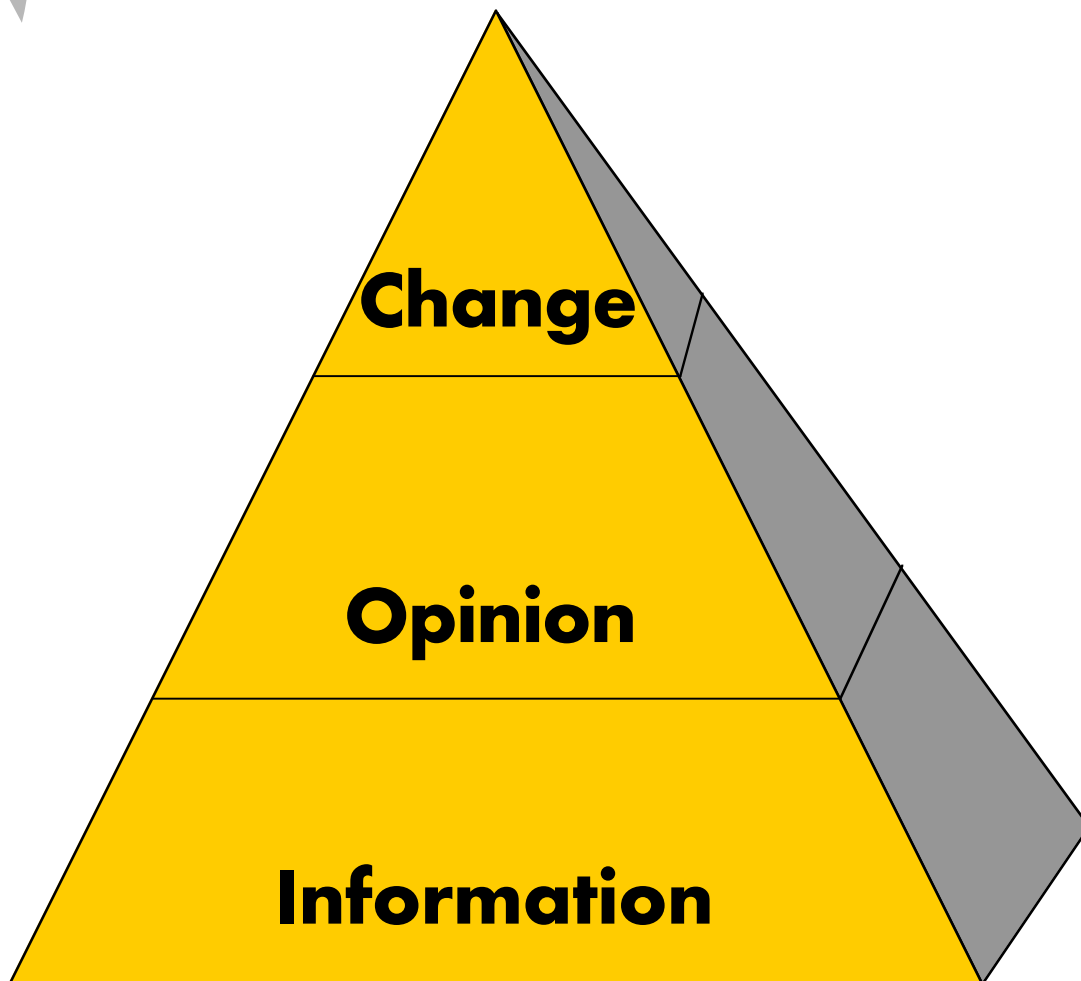


Strategies for communicating effectively with parents are based on some assumptions about:

- ◆ how people form their opinions
 - ◆ when they need to be informed
 - ◆ what type of communications are most preferred
-




Three stages for accepting change:






Key Considerations for Communicating with Parents

- ◆ It's never too early to start the communications process.
 - ◆ Parents depend on their children to keep them informed.
 - ◆ Districts/schools need to provide a variety of opportunities to share information and answer questions (one size doesn't fit all).
- 



Key Considerations for Communicating with Parents

- ◆ School employees are key communicators (and, it's usually not the principal).
 - ◆ Parents should be able to receive language assistance when needed.
 - ◆ All parents want their students to succeed. Help them become active members of the school team.
- 



Key Considerations for Communicating with Parents

1. It's never too early to start the communications process.
2. Parents depend on their children to keep them informed.
3. Districts/schools need to provide a variety of opportunities to share information and answer questions (one size doesn't fit all).
4. School employees are key communicators (and, it's usually not the principal).
5. Parents should receive language assistance when needed.
6. All parents want their students to succeed. Help them become active members of the school team.



Sample District Action Plan Worksheet for CELDT – Communications with Parents

District

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished



Sample Site Action Plan Worksheet for CELDT – Communications with Parents

Site

Activities	Person(s) Responsible	Format/ Timeline	Needed Materials	When Accomplished